

REQUEST FOR NEW PROPOSALS

2002-2003 PROJECT YEAR

K-16 TRANSITION PARTNERSHIPS

Funded through

Title II

**Improving Student Achievement
Through More Effective Teachers**

**RFP Issued: December 3, 2001
Proposal Due Date: March 15, 2002**

Issued by

**Indiana Professional Standards Board
101 W. Ohio Street, Suite, 300
Indianapolis, IN 46204-1953
(317) 232-9001**

K-16 TRANSITION PARTNERSHIP PROGRAM

Intent to Apply

The Indiana Professional Standards Board uses an external peer panel review process to evaluate applications for the K-16 Transition Partnership Program. The review process will include (a) submission of a written grant proposal, and (b) a twenty-minute question and answer period with the peer panel. Please note: no handouts or presentations.

If your institution intends to apply for funding under the K-16 Transition Partnership Program, provide us with the following information:

Name of Primary Applicant: _____

Address: _____

City, State, Zip Code: _____

Telephone: _____ Fax Number: _____

E-mail address: _____

Expected Category of Application: (Please check, as appropriate)

- ___ **Teacher preparation unit assessment system**
- ___ **Innovative preparation program for mid-career changers**
- ___ **Recruiting and retaining teachers in shortage areas in high poverty rural and urban school settings**

Please return this form on or before February 1, 2002

Dr. Richard Bowers
Indiana Professional Standards Board
101 W. Ohio Street, Suite 300
Indianapolis, IN 46204-1953

Responses may also be sent to Richard Bowers by fax machine to (317) 234-1385 or by e-mail to rbowers@psb.state.in.us.

This information is requested solely for the purpose of preparing for the external peer panel review process. It will not be used in the review of your application. If you inform the IPSB of your intent to apply, but subsequently decide not to do so, please notify us.

RFP SPECIFICATIONS

A. Indiana Title II Improving Student Achievement Through More Effective Teachers

Since 1994, the Indiana Professional Standards Board (IPSB) has been in the process of reforming teacher preparation and licensing in the state of Indiana. The IPSB has been a leader in the nation in the development of a standards-based, performance-based system for the preparation, induction, continuing education, and licensing of teachers. This performance-based system is a 180-degree shift from the course hour accounting model that has been in place for over 30 years.

On July 23, 1999, the Indiana Professional Standards Board (IPSB) received notification that its proposal submitted to the Title II Teacher Quality Enhancement Program, U.S. Department of Education, was approved for funding. The IPSB state Title II grant is in the amount of \$4,850,322 over a three-year period. The IPSB manages the Title II state grant.

Numerous initiatives continue to be implemented over this period with the assistance of grant funds to bring about systemic changes in policy and implementation to enhance teacher quality. These activities are carried out by partnerships of PK-16 educators, professional associations, state agencies and possibly others through contracts or memoranda of agreement and coordinated/translated into policy as appropriate by the IPSB and other groups to ensure systemic, long-term impact.

B. Statewide Goal

For the past eight years, the IPSB has been designing and implementing new ways for teachers and administrators to be professionally prepared during college, to be supported during a two-year induction period, and to keep knowledge and skills sharp through continuing education for license renewal. This new performance-based system is linked to teaching standards, teacher knowledge and pedagogical skills, and to Indiana's academic standards for K-12 students. The teacher's performance is the basis for an initial license and license renewal. The new system increases accountability for teacher quality, holding teachers, those who prepare them, and the new teacher's employing school responsible for ensuring that teachers know both what to teach AND how to teach.

The major statewide goal for this project is to enable Indiana to accelerate and broaden its progress of IPSB reform initiatives, to move planning into pilot implementation, and to disseminate results to other states. The Title II grant will support the work of the IPSB in the following general way: the creation of new transition partnerships between K-12 schools, educators, colleges and universities. The K-16 Transition Partnerships are speeding up the progress of the reform so that they can reach more classrooms. They are helping the college preparation programs make the needed

changes, allowing further testing of the two-year induction program for new teachers, and expanding the pilot process of the new license renewal system.

C. Objective

The objective of the K-16 Transition Partners Program, as approved by the U.S. Department of Education, is to create a set of activities closely related to both the IPSB's interests and those of the "Teacher Quality Initiatives" of the U.S. Department of Education and to issue an RFP for interested parties to pursue one or more of the initiatives/activities. The activities for this objective are:

1. Issue request for proposals to 38 teacher preparation institutions (with potential partners from any of the 294 school corporations). Grants will be awarded up to **\$92,000** to carry out the work of the Indiana "Title II Improving Student Achievement through More Effective Teachers" project. Partnerships will be asked to focus on one or more of the following areas:

- teacher preparation unit assessment system;
- innovative preparation program for mid-career changers; and
- recruiting and retaining teachers in shortage areas in high poverty rural and urban school settings

2. Award sub-contracts to successful bidders.

3. Form a leadership council by each successful partnership sending two representatives (higher education and K-12) to monthly meetings.

4. Submit detailed quarterly progress reports from each partnership to the Title II Co-Directors. Progress on the action plan of each project will be indicated.

D. RFP Work Specifications

On June 17, 1999, the IPSB Continuum Linkage Committee presented a summary of the direction of the Board in regard to assessment. The teacher education statement was as follows:

Institutions will present to the Board for its approval an institutional assessment system. This system, to be designed in collaboration with pre-kindergarten through grade 12 community and other stakeholder groups, is to demonstrate:

- How candidates will be prepared to meet state performance-based standards;
- How the institution monitors candidate progress and provides formative feedback; and
- Multiple points for summative decisions to determine whether or not the candidate should continue.

The system must include performance-based assessments conducted with school-based partners. Evidence of the institution's effectiveness will be measured by the success of the institution's candidates. Institutions will recommend candidates for initial licensure valid for two years.

The RFP provides an opportunity for college/university teacher preparation programs to develop partnerships with K-12 school systems. The K-12 teachers and administrators should be considered co-equal partners and should have important roles in the design, implementation, and evaluation of the project. Since the overall goal of the Indiana Title II project is improved student achievement through better prepared teachers, the needs of K-12 students and their schools must be included in the proposal.

Partnerships should have effective, inclusive and responsive governance and decision-making structures that permit all members to plan, implement and assess the adequacy of partnership activities. The needs and co-equal partnership status of schools ought to be demonstrated in the proposal through specific strategies, activities and expected outcomes.

E. Funding Criteria, Eligibility, Use Levels

Thirty-eight teacher preparation institutions with partners from any of the 294 school corporations are eligible to apply for the transition partnership funds for 2001-2002. A minimum of \$1,400,000 will be available to support new transition partnerships at a maximum of \$92,000 for each partnership. The partnership will address one or more of the following areas:

Teacher preparation unit assessment system

- Unit assessment systems must be performance-based and based on the INTASC, developmental and content standards that have been adopted by the IPSB.
- Activities that may be considered in the partnership include piloting performance assessments, research on the assessment system, site-based courses, research on K-12 student achievement, development of data collection and management systems, involvement of arts and sciences faculty in the development of content area performance assessment, and professional development for teachers.

Innovative preparation program for mid-career changers

- Standards-based, performance assessment systems present an opportunity for partnerships to develop licensing programs for degreed career changers. Partnerships offer the opportunity for extensive field experiences for cohorts.
- Partnerships can develop preparation programs that can expedite the licensing of degreed career changers through such activities as prior learning assessment. The program can incorporate activities that will better prepare career changers and

reduce the attrition rate once they are licensed and in teaching jobs. Induction programs to support licensed career changers in their first job may also be considered.

Recruiting and retaining teachers in shortage areas, in high poverty rural and urban school settings.

- Students from high poverty areas present special challenges. Partnerships may be developed where teacher preparation programs place pre-service teachers in specific schools to prepare them to meet the needs of children from poverty. Hiring incentives can also be put in place. Clinical teaching programs may also be an option to recruit prospective teachers from the school corporation for the school corporation. Academic support services may be provided for these students.
- In order to retain teachers who have been recruited to teach in high poverty rural and urban settings, special induction and support programs may be developed. Hiring incentives can also be put in place.

The preceding activities are but a sample of the options available to the partnerships. Applicants are encouraged to do their own further research in the development of their proposals. Partnerships that are currently in place, whether through formal or informal agreements, are eligible to apply for the Title II K-16 Transition Partnership grants. The partnership may consist of multiple school districts with a teacher preparation program or multiple preparation programs with a single or multiple school districts.

APPLICATION INSTRUCTIONS

A. Application Requirements

The completed application package will include : (1) a cover page form, (2) a one-page **executive summary** of the project, (3) a narrative (**not to exceed 15 pages**), (4) a work plan, and (5) a budget page. For the summary and narrative portions of the application, the following standards apply:

- A page is 8.5" by 11", on one side only, with 1" margins at the top, bottom and both sides.
- Double-space (no more than three lines per vertical inch) all text in the one-page executive summary and narrative, including titles, headings, quotations, references, and captions.
- Use a font that is either 12-point or larger or no smaller than 10-pitch (characters per inch).
- Any tables, charts or graphs must also use a font that is either 12-point font or larger or no smaller than 10-pitch

Peer panel readers will not evaluate any of the pages of your application narrative that exceed the 15-page limit.

B. Organization and Format

1. Cover Sheet. Complete the RFP Proposal Cover Sheet that is attached to the RFP Guidelines. Both the Dean/Director of the College or School of Education **and** the Superintendent/Administrator of EACH of the K-12 school system partners must sign the RFP Cover Sheet. Failure to have signatures of all partners will result in this RFP not being considered for funding.

2. One-page Executive Summary. This executive summary should explain the intent of this project. Describe the partners and the nature of the partnership, including current agreements or relationships.

3. Narrative. The applicant should prepare a narrative to respond to the Selection Criteria in the order in which they are listed. The narrative should present a clear, concise, and coherent description of the proposal.

- **Project Design.** Describe the general action or direction of the proposal in relation to one or more of the three focus areas of the RFP: unit assessment systems, preparation programs for career changers and recruiting and retaining teachers. Define the specific objectives that will be implemented to meet the action in the focus area(s) including outcomes and outcome measures. Define how K-12 student learning will be addressed through the project.
- **Resources.** Describe the assistance that is needed to meet the objectives and to implement the activities outlined in the previous section. This assistance may be in the form of personnel, consultants, equipment, materials, travel, and other categories described in the budget. Include a budget amount for each activity. Describe the personnel from each member of the partnership who will play key roles in the implementation of the project. Describe any in-kind resources that each partner may need to contribute to assure the success of the project.
- **Management Plan.** Describe the specific ways partners will work together to produce significant outcomes, how they will review as a group the progress that has been made, and what they will do together to make changes in project activities so as to keep the central focus on quality teachers and high-achieving students.

4. Work Plan. The work plan is a graphical representation of the objectives, activities, benchmarks, responsible parties, timelines, outcomes, and measures of

the project. See Instructions for Preparing Project Work Plans for further instructions and examples (page 12).

5. Budget. The budget is a one-page summary of how the funds from the proposal will be allocated. Budget items should be categorized as follows:

- Salaries for management
- Stipends for teachers
- Substitute teachers
- Internships
- Faculty release time
- Personnel benefits
- Contracted services
- Tuition/Scholarships
- Travel for conferences, visitations, training
- Equipment (computers, etc.)
- Supplies/materials to support this initiative
- Administration (Limit of 8% of funding request)

6. Previous Title II Project Accomplishments. To be completed ONLY by applicants who have received Year 1 and/or 2 funding. For each previous (FY1 and/or FY02) in which applicant received Title II K-12 Transition to Teaching funding, BRIEFLY provide the project's major objectives and outcomes. What percent of goals were accomplished in each year? What percent of major objectives were not accomplished? What were obstacles to attainment and how did they affect the project? This is to be done in the **NARRATIVE** section.

C. Due Date and Mailing

The deadline for receipt of proposals is March 15, 2002. The Indiana Professional Standards Board must receive proposals no later than 5:00 PM Eastern Standard Time on that date, regardless of form of delivery. Proposals may be delivered by hand, by courier, or by U.S. mail. Proposals sent by FAX, as e-mail or as e-mail attachments will not be accepted. **Proposals that are received after 5:00 PM, EST, on March 15, 2002 will not be accepted.**

Address: Indiana Professional Standards Board
K-16 Partnerships
101 W. Ohio Street, Suite 300
Indianapolis, IN 46204-1953
ATTN: Penny Patton

SELECTION CRITERIA FOR APPLICATIONS

A representative, trained external peer panel will review proposals. A peer panelist will not review proposals in which he/she has a connection to or conflict of interest with any member of the partnership. Reviewers will rate each full application on its written and oral presentation using the following criteria. The maximum number of points that an application may receive is 105.

- | | |
|---|---------------------------------|
| 1. <i>Quality of Project Design</i> | <i>(40 total points)</i> |
| 2. <i>Significance of Project Activities</i> | <i>(30 total points)</i> |
| 3. <i>Quality of Resources</i> | <i>(15 total points)</i> |
| 4. <i>Quality of Management Plan</i> | <i>(15 total points)</i> |
| 5. <i>Preference for Empowerment Zones and/or Enterprise Communities</i> | <i>(5 points)</i> |

DETAILED SELECTION CRITERIA

- | | |
|--|---------------------------------|
| 1. <u>Quality of Project Design</u> | <i>(40 total points)</i> |
|--|---------------------------------|
- A. Focus area is defined. Objectives are appropriate for the focus area(s) and are specific with measurable outcomes. **10 points**
- B. Evidence includes project teacher preparation outcomes that meet IPSB standards (INTASC, developmental and content) and performance-based.) **10 points**
- C. Evidence of project outcomes demonstrates preparation of teachers to teach to K-12 standards with likelihood of improved K-12 student achievement. **10 points**
- D. Strong linkages within the partnership between higher education and high-need schools or school districts are evident, so that all partners have important roles in project design, implementation, governance, and evaluation. **5 points**
- E. The project design is based on up-to-date knowledge from research and best practices, especially on how students (both pre-service and K-12) learn. **5 points**

2. Significance of Project Activities

(30 total points)

A. Proposed activities include promising new strategies or exceptional approaches in the way new teachers are recruited, prepared and inducted into the teaching profession.

10 points

B. Proposed activities are aligned with objectives and provide evidence of commitment to high quality teacher preparation. **10 points**

C. Proposed activities are aligned with objectives and provide evidence of commitment to K-12 student achievement. **10 points**

3. Quality of Resources

(15 total points)

A. The level of support available to the project, including personnel, equipment, supplies, and other resources, is sufficient to ensure a successful project. **5 points**

B. Budget costs are reasonable and justified in relation to the design, outcomes and potential significance of the project. **5 points**

C. The qualifications, including training and experience, of key personnel are sufficient to implement the project successfully. **5 points**

4. Quality of Management Plan

(15 points)

A. The management plan is designed to achieve goals and objectives of the project and includes clearly defined and aligned activities, responsibilities, timelines, milestones and measurable outcomes for accomplishing project tasks. **10 points**

B. The management plan includes effective, inclusive, and responsive governance and decision-making structure that will permit all partners to participate in and benefit from project activities, and use evaluation results to ensure continuous improvements in the operations of the proposed project. **5 points**

5. Preference for Empowerment Zones and Enterprise Communities

(5 points)

EZ and EC zones are defined by the federal government. These high poverty areas are specifically determined by the State. Applicants that are in empowerment zones and enterprise communities will automatically be awarded five points. Applicants that are considered in high poverty areas, as defined by the Indiana Department of Education, will automatically be awarded five points.

Indianapolis Public Schools
East Chicago Public Schools
Gary Public Schools

RFP COVER SHEET

Title II Improving Student Achievement Through More Effective Teachers 2002-2003 New K-16 Transition Partnerships

Applicant Institution:

Project Director:

K-12 School Corporation:

Address:

Address:

Telephone:

Telephone:

Email:

Email:

Fax:

Fax:

Area(s) Partnership is addressing:

_____ Teacher preparation unit assessment system

_____ Innovative preparation program for mid-career changers

_____ Recruiting and retaining teachers in shortage areas in high poverty rural and urban school settings

Funds Requested: \$_____

Continuation Grant_____

New Grant Project_____

All partners must be listed and appropriate signatures included.

This proposal complies with all policies/regulations and carries the full endorsement of the college/university.

Dean or Director, College/School of Education (signature)

Date

This proposal complies with all policies/regulations and carries the full endorsement of the school corporation.

Superintendent, K-12 District (signature)

Date

Budget Summary Template

Category	Amount
Salaries for management	
Stipends for teachers	
Substitute teachers	
Internships	
Faculty release time	
Personnel Benefits	
Contracted services	
Tuition/Scholarships	
Travel for conferences, visitations, training	
Equipment (computers, etc.)	
Supplies/Materials to support this initiative	
Administration (limit to 8% of funding request)	
TOTAL:	

Work Plan Template

ACTION:

OBJECTIVE:

Activities	Benchmarks	Timeline	Responsible Party

OUTCOME:

MEASURE:

APPLICATION TRANSMITTAL INSTRUCTIONS

1. **Remember: All grant applications must be received by March 15, 2002 at or before 5 PM, Eastern Standard Time.**
2. **Applications that are mailed** must be sent to:

Indiana Professional Standards Board
K-16 Transition Partnerships
101 W. Ohio Street, Suite 300
Indianapolis, IN 46204-1953
ATTN: Penny Patton
3. **Applications that are delivered by hand/courier service** must be delivered to:

Indiana Professional Standards Board
K-16 Transition Partnerships
101 W. Ohio Street, Suite 300
Indianapolis, IN 46204-1953
ATTN: Penny Patton
4. **ONLY APPLICATIONS RECEIVED ON OR BEFORE MARCH 15, 2002 AT 5:00 PM, EASTERN STANDARD TIME, WILL BE CONSIDERED. ANY APPLICATIONS SUBMITTED AFTER THIS DEADLINE WILL NOT BE CONSIDERED.**

Completed Application Check Sheet

_____ Cover Sheet
_____ One-Page Executive Summary
_____ Narrative (not to exceed 15 pages)
_____ Work Plan
_____ Budget